

Comprehensive Arkansas Higher Education Annual Report

December 1, 2016

Annual Report on First-Year Student Remediation



Research & Technology

Arkansas Department of Higher Education

423 Main Street, Suite 400, Little Rock, AR 72201

**ANNUAL REPORT ON
FIRST-YEAR STUDENT REMEDIATION**

Attachments (available at ADHE Data and Publications webpage)

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Attachment 8-2	Anytime Remediation Rates by Year for Five (5) Fall Terms (2011 Fall – 2015 Fall)
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Attachment 8-15	Remediation Attempts: How Many Times a Student was Enrolled in a Remedial Course and Remediation Attempts: For Students that Passed, How Many Attempts Did It Take to Pass?

Since 1988, all entering first-year students seeking an associate degree or higher from an Arkansas public college or university must meet AHECB assessment and placement standards in the disciplines of English, mathematics, and reading. A cut-off subscore of 19 on the ACT exam (or the equivalent on the ASSET, SAT, or COMPASS tests) is used for each of the three subject areas. In all tables, remedial data are based on students who meet two criteria: (1) not meeting the board's cut-off score; and (2) being assigned to enroll in developmental-level coursework (placement). The placement status of a student is determined by the institution based on the placement score and other relevant factors.

Traditionally, ADHE has calculated remediation rates for any and all first-time entering students seeking an associate or higher credential. However, the legislature passed Act 970 in 2009 which required remediation rates to be calculated on students that had graduated high school within the past two years prior to entering college. In addition, the legislature conducted an interim study during 2010 in which ADHE was requested that remediation rates be calculated on students that had graduated high school in the previous 12 months. Therefore, ADHE is publishing remediation calculations using three slightly different methodologies:

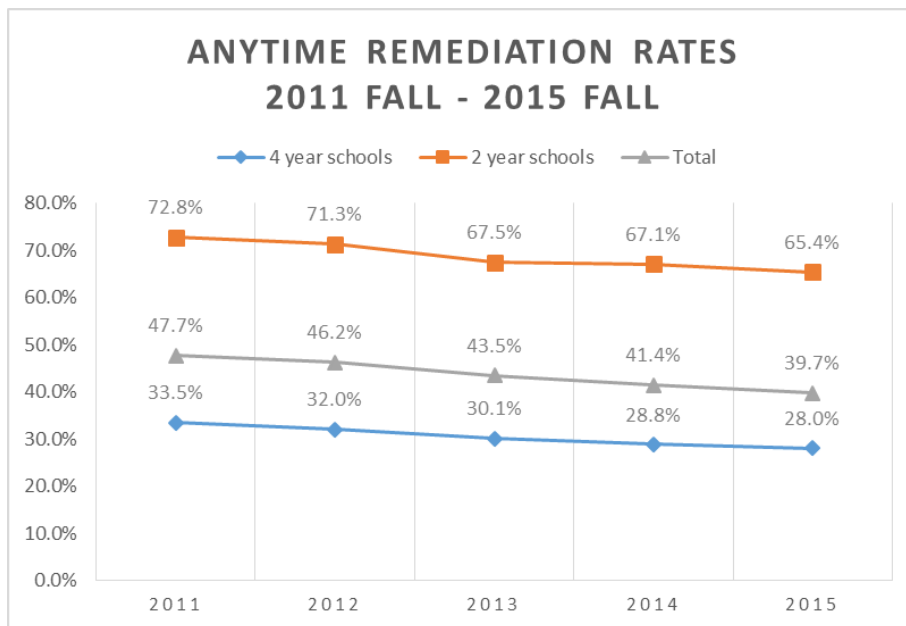
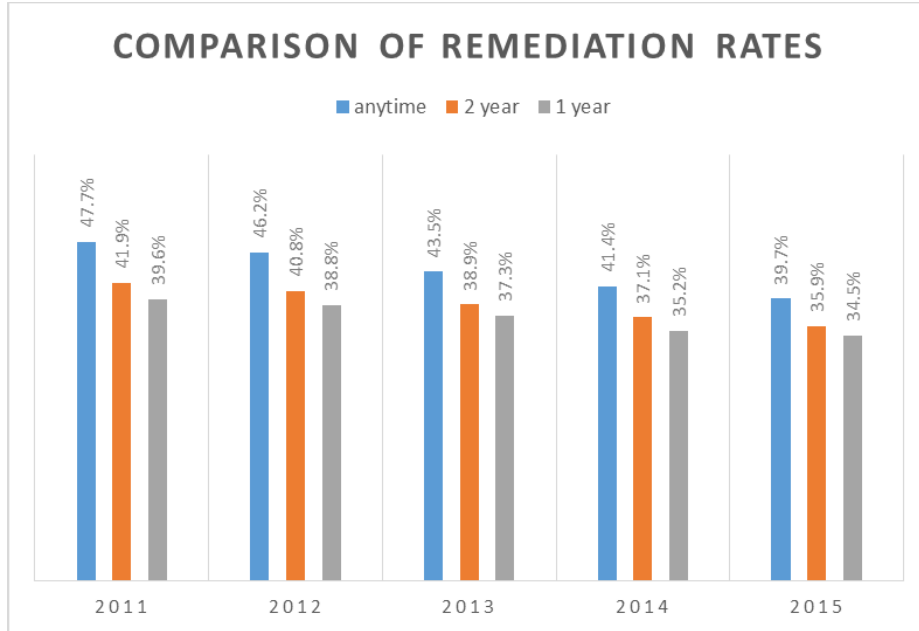
1. Anytime Rates – rates in which the high school graduation date is ignored
2. 2-Year Rates – rates in which the student graduated high school in the previous 2 years
3. 1-Year Rates – rates in which the student graduated high school in the previous 1 year

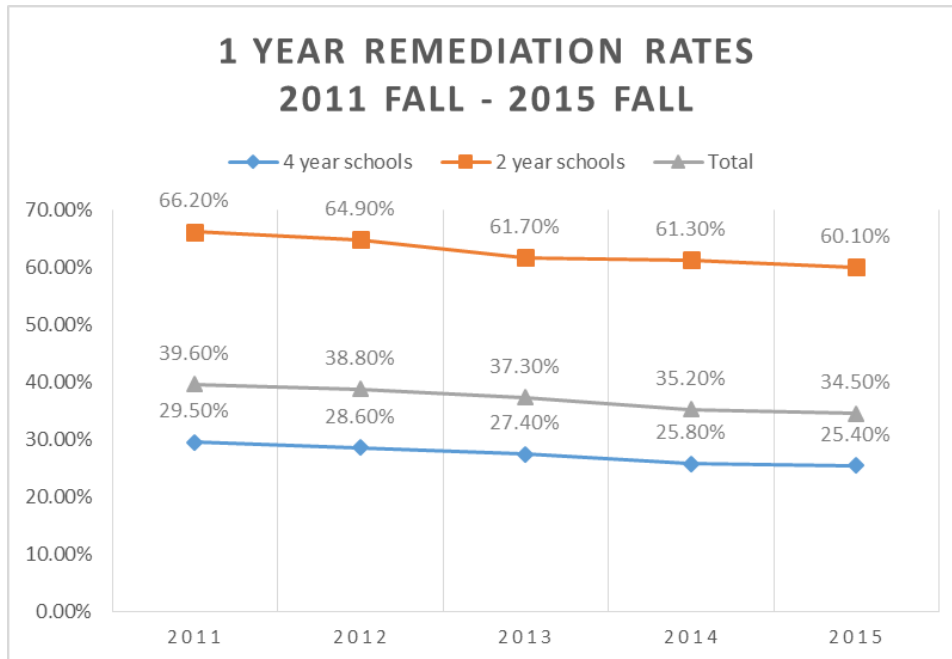
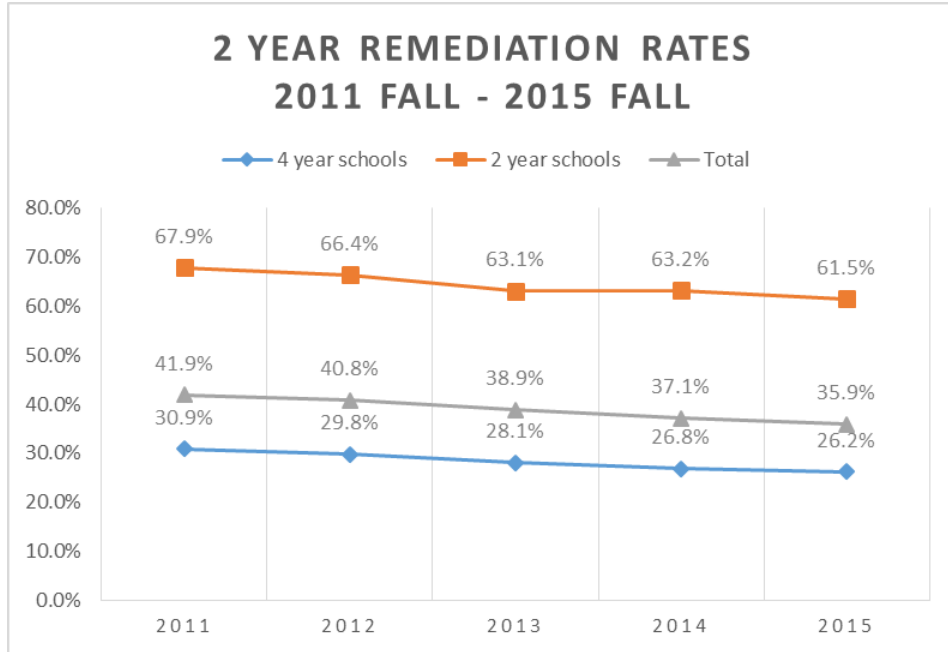
Based on the latest ACT data, some of the cutoff scores changed beginning with the 2013 Fall term. The change in cutoff scores that relate to the subject of mathematics are different based on students enrolling in one of the math courses required for the program major or degree: College Algebra, College Math, or Applied Technical Math. Generally, students majoring in CTE (Career Technical Education) fields are to take Applied Technical Math and students majoring in the STEM fields will take College Algebra. All others (not CTE or STEM/STEM-related majors) may take College Math. Therefore, the cutoff scores below use the major of the student (not enrollment in courses) and are as follows.

Test Type	STEM Students			Other Students			CTE Students		
	Math	English	Reading	Math	English	Reading	Math	English	Reading
0 – ACT	19	19	19	19	19	19	16	19	19
1 – SAT	460	450	470	460	450	470	460	450	470
2 – Asset	39	45	43	39	45	43	31	45	43
3 - Compass	41	80	83	36	80	83	21	80	83

Comparing Remediation Rates

As noted above, this report produces three different remediation rate calculations: Anytime, 2-Year, and 1-Year. These rates are compared as follows.





Statewide Overview

In fall 2015, Arkansas’s public institutions enrolled 22,138 first-time degree-seeking students and 22,064 of those students were tested for placement purposes.

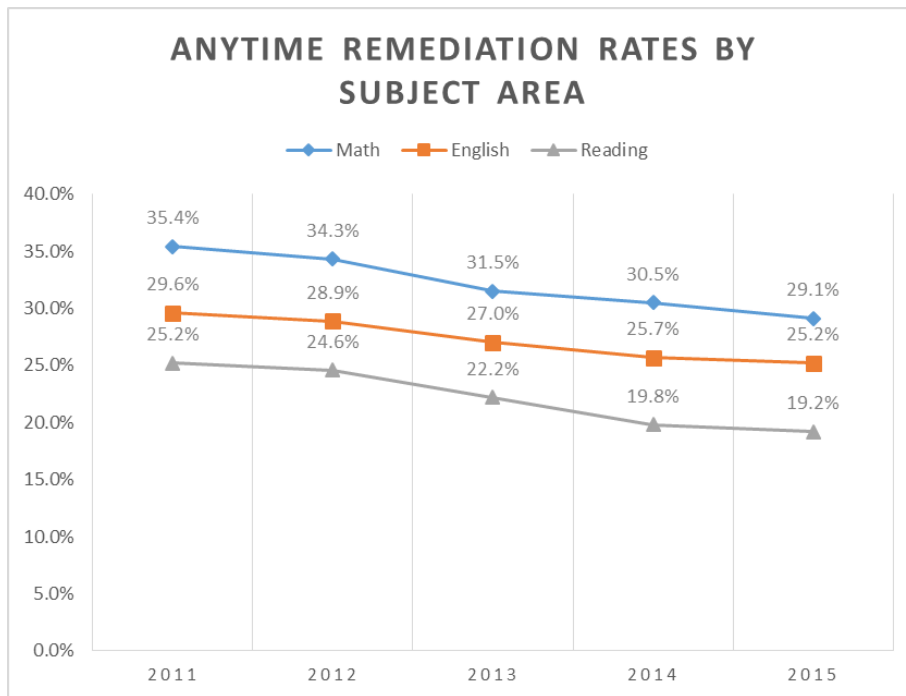
- Of the students who were tested, 8,760 students (39.7 percent) were assigned to one or more remedial courses while the balance were placed in credit-bearing coursework. This represents a decrease in the remediation rate

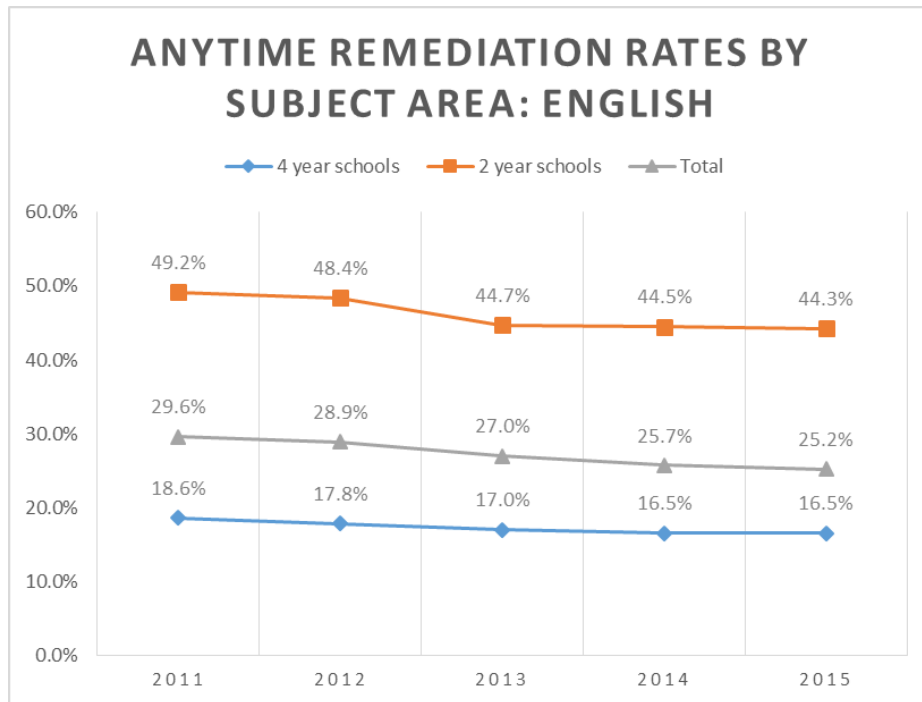
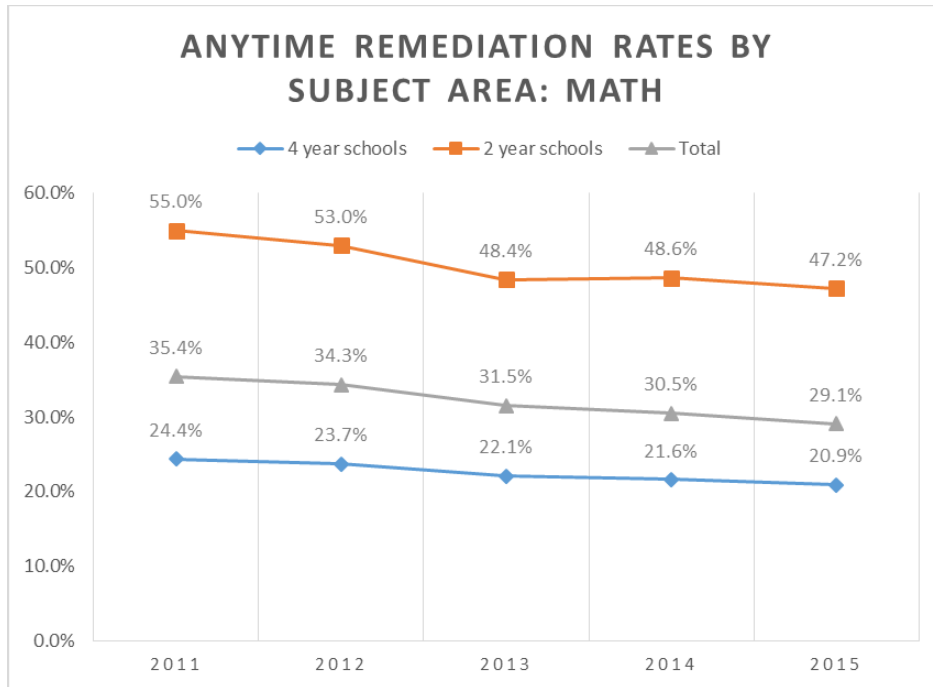
of 1.7 percentage points from Fall 2014. Note that this is the lowest remediation rate in the last 5 fall terms and the total remediation rate has dropped every year since the 2010 Fall term.

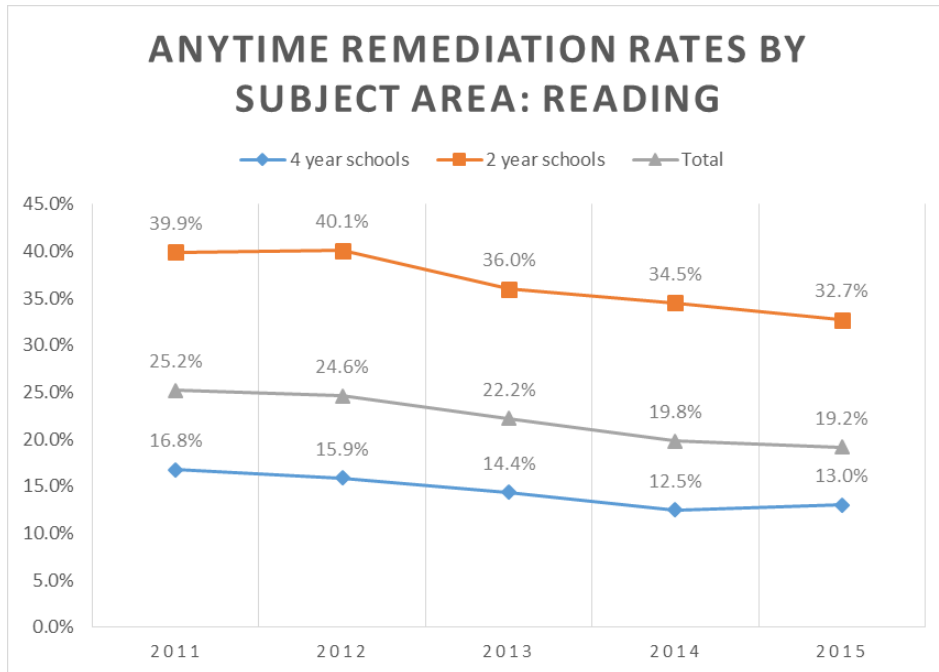
- Of the 8,760 students assigned to remediation, 4,237 (48.4 percent) were enrolled at four-year institutions and 4,523 (51.6 percent) were at two-year institutions.

Remediation Rates by Subject Area

- From last year, the remediation rate for all three subject areas has decreased:
 - Math – decrease of 1.4 percentage points;
 - English – decrease of 0.5 percentage points; and
 - Reading – decrease of 0.6 percentage points.

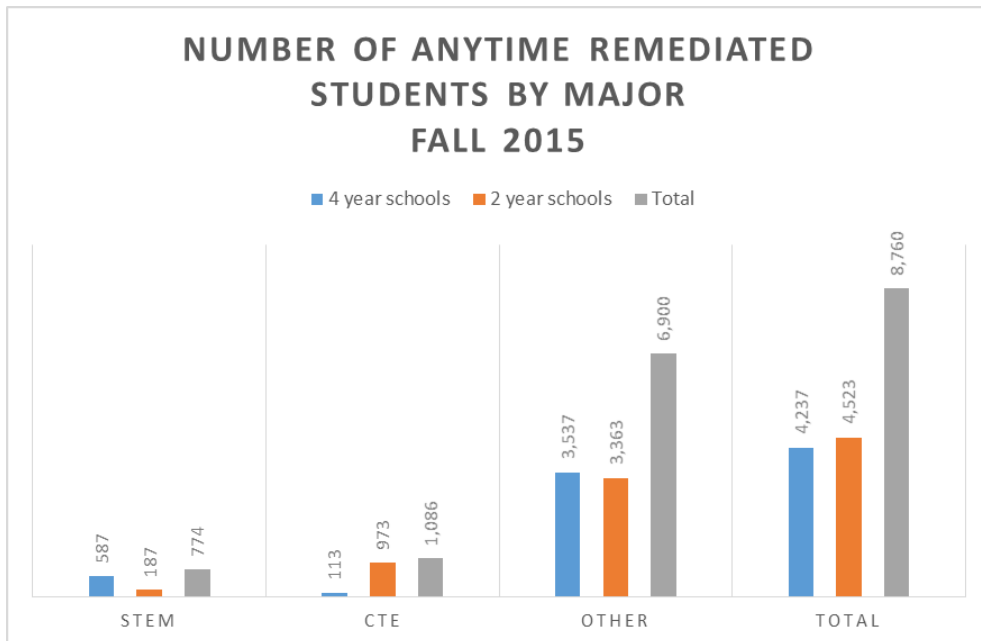


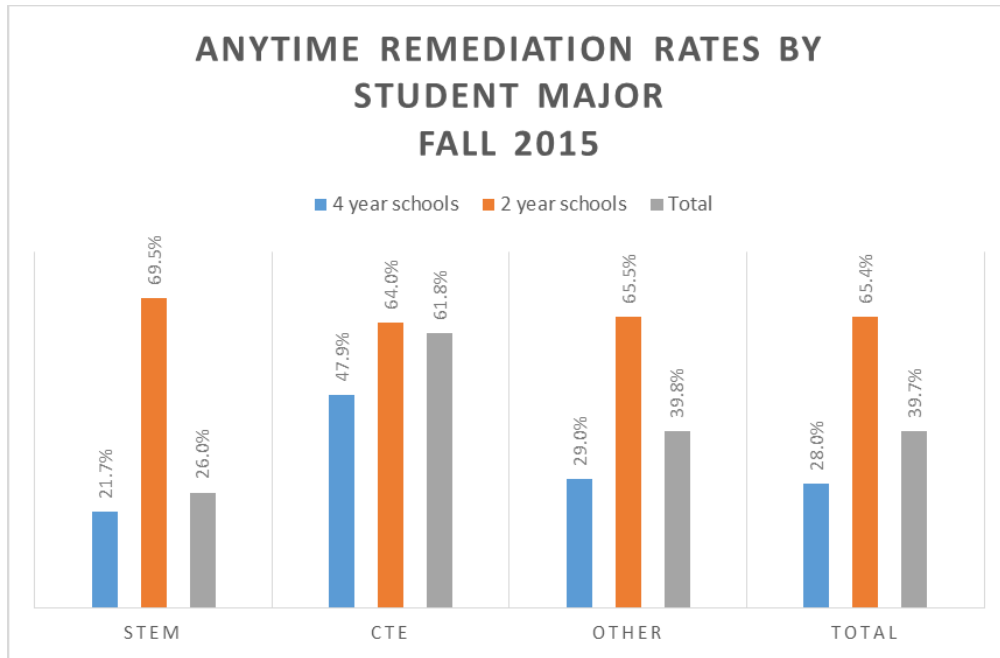




Remediation Rates by Student Type

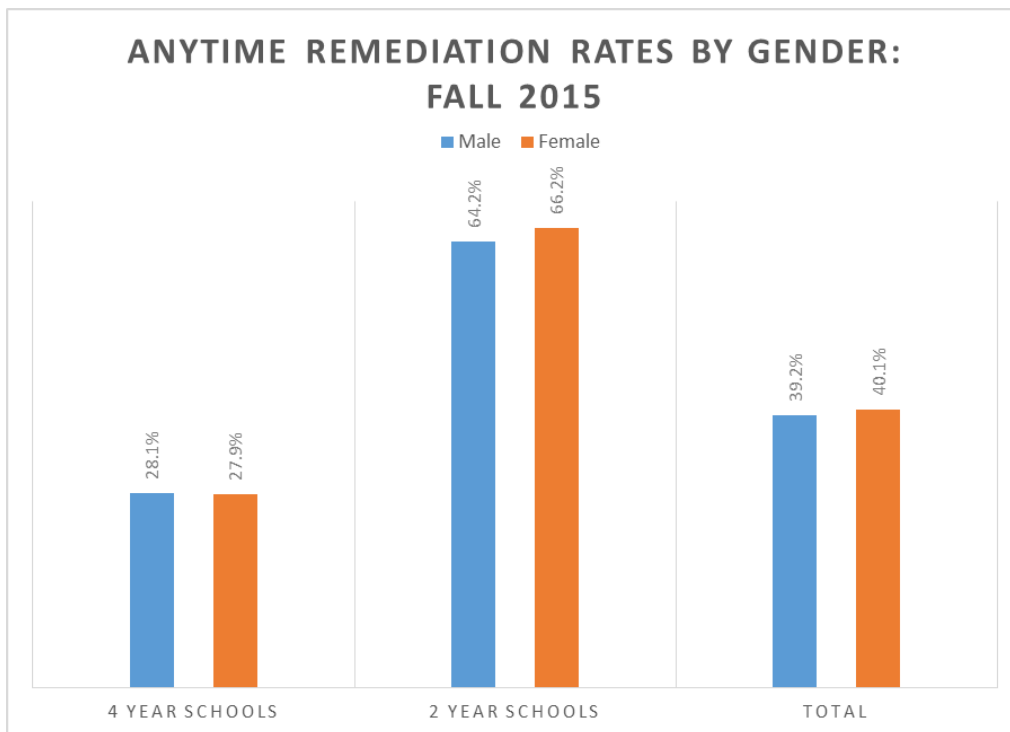
As noted previously, the new remediation cutoff scores relate to students enrolled in STEM, CTE, and other fields. This allows for a remediation rate calculation by student type.



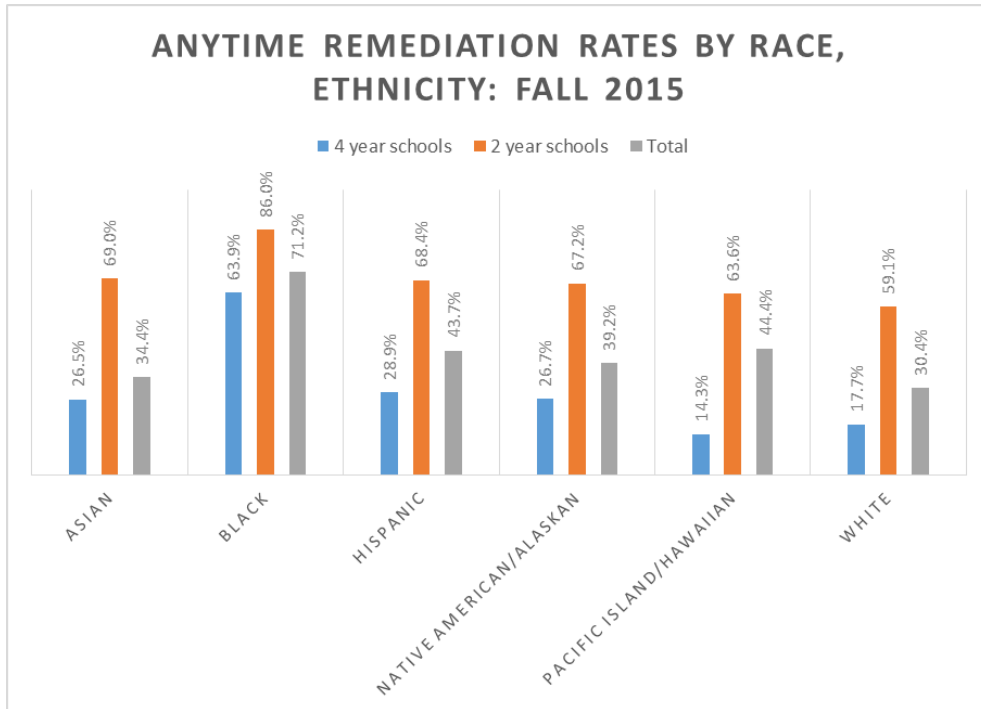


Remediation Rates by Demographics

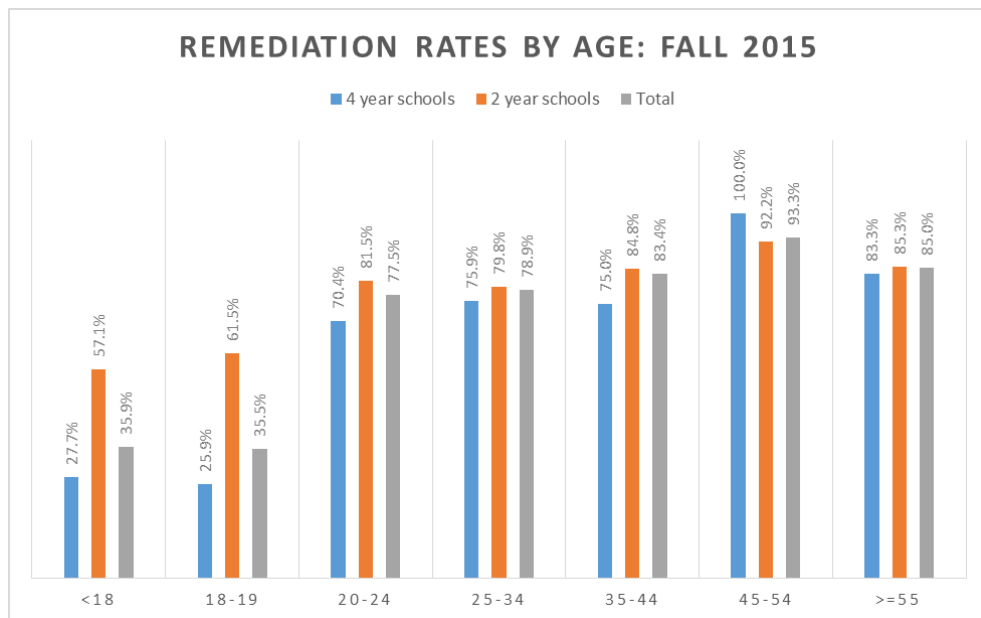
- Gender: Remediation rates for males and females are very similar.



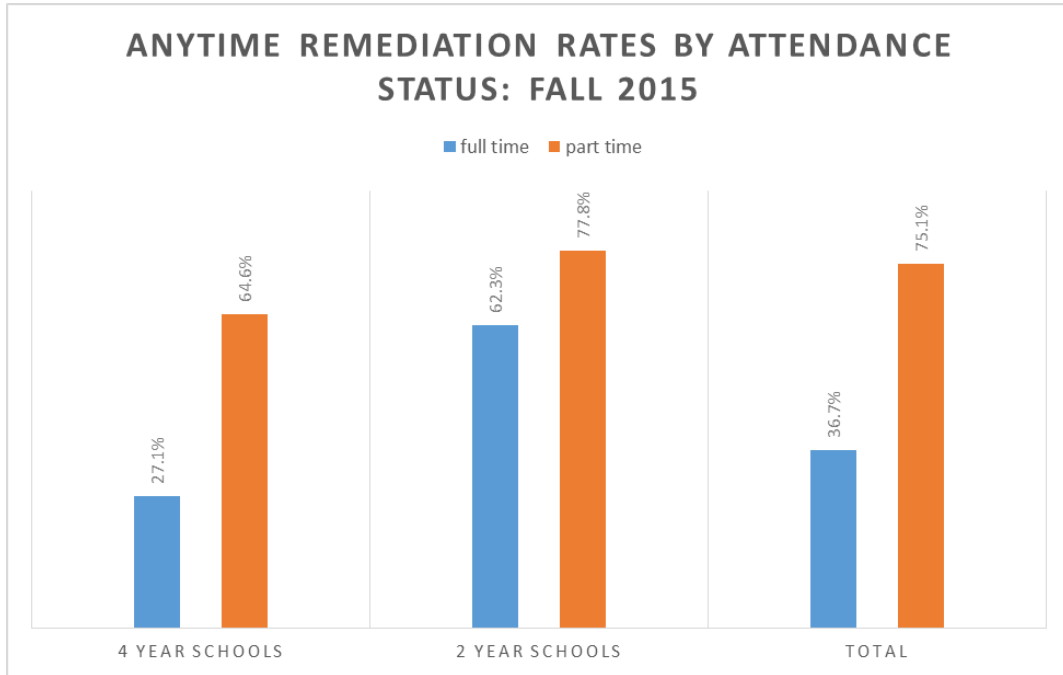
- **Race/Ethnicity:** Regarding remediation rates by race and ethnicity, students of the White and Asian races have the lowest remediation rates. (Note that the race/ethnicities are actually defined as Asian Only, Black Only, Hispanic Any, Native American/Alaskan Natives Only, White Only, and Hawaiian and Pacific Islanders Only.)



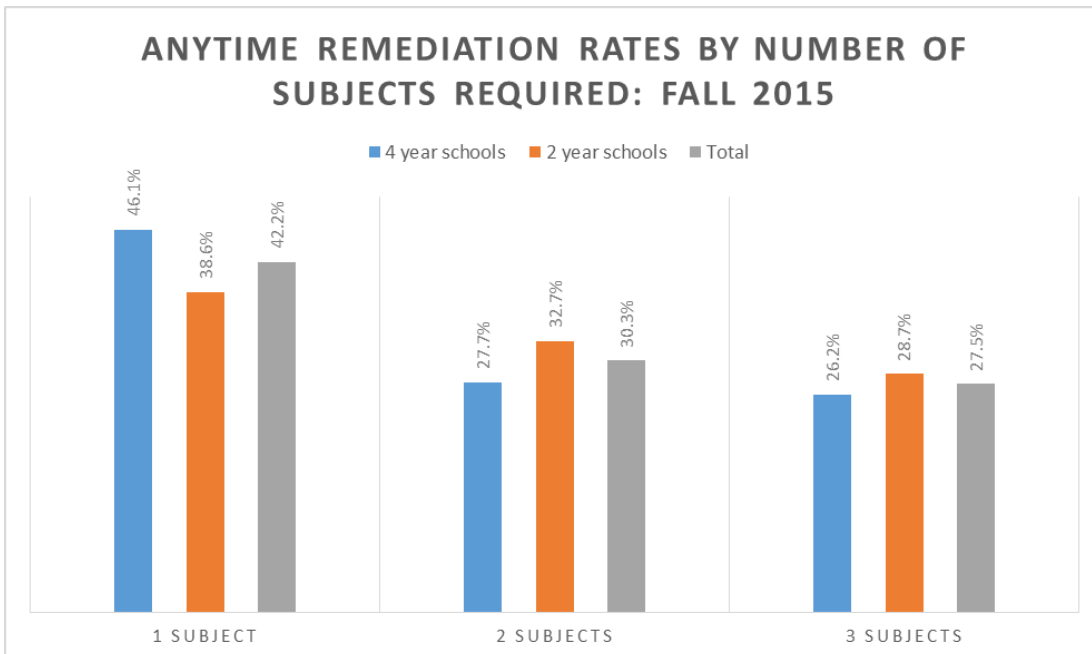
- **Age:** Students in age groups 20 and above have substantially higher remediation rates than the younger age groups.



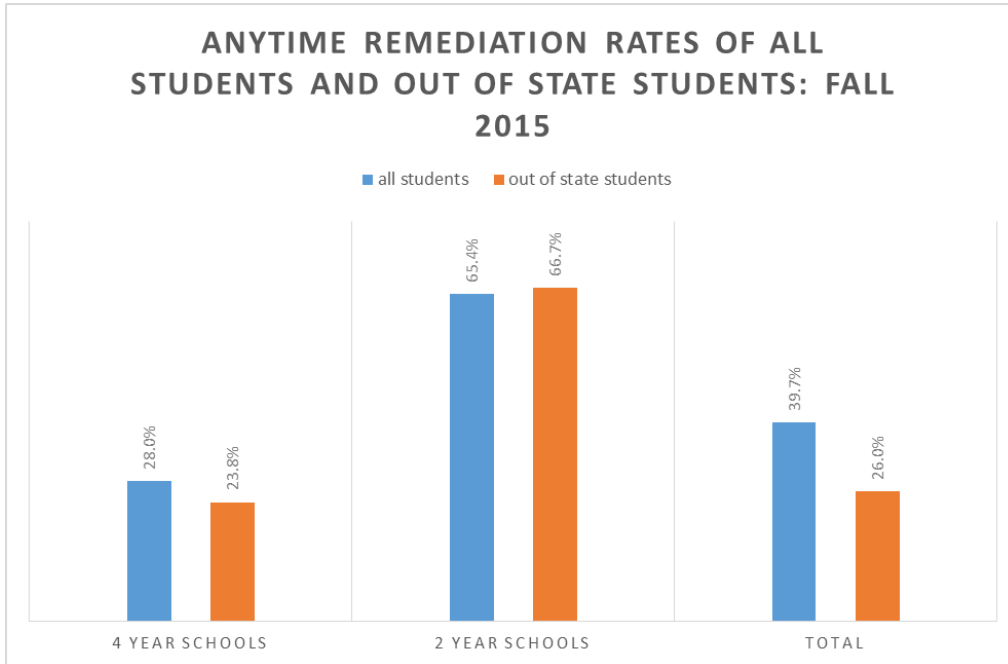
- Attend Status: Full-time students have substantially lower remediation rates than part-time students.



Most students require remediation in one subject only, but many also require remediation in all three subject areas.



The below chart shows the remediation rate of out-of-state students compared against the traditional anytime remediation rate.



Act 970 of 2009 required additional calculations regarding remediated students. (1) The first of these calculations is the remediation rate of recent high school students that graduated high school with a GPA (grade point average) of 3.00 or higher. (2) The second calculation is a determination of how many times it takes a student to pass a remedial course. The complete reports for these new calculations are shown in the attachments, whereas graphical summaries are shown below.

